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ENG 3402-001: Methods of teaching literature in secondary schools

Robin L. Murray
Eastern Illinois University

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English 3402: Methods of Teaching Literature in Secondary Schools

Dr. Robin L. Murray

Office: CH 3351/314F

Office Hours: TR 1:00-3:25 and by appt. Email: rlmurray@eiu.edu or cfrlmgoodgirl@hotmail.com

Spring 2007, Tuesday and Thursday from 3:30-4:45

Phone: x6985 or 345-7983 before 10 p.m.

Course Description:

This course explores various approaches to the study of literature in the secondary schools. Class time will primarily be devoted to your responses to readings from the texts, professional journals, and your own research and their application in the classroom through lesson plans, a literature unit, and a teaching demonstration.

Texts:

Erickson. *Teaching Reading in High School English Classes*.

Smagorinski, Peter. *Teaching English through Principled Practice*. Columbus: Merrill/Prentice Hall, 2002.

Daniels, Harvey and Steineke, Nancy. *Mini-Lessons for Literature Circles*

Teaching Langston Hughes

Course Objectives: Upon completion of this course the teacher-candidate will

1. understand the roles that literature can play in the secondary curriculum,
2. understand that students vary in their approaches to learning and, when teaching literature, create instructional opportunities that are adaptable to individual differences of learners,
3. recognize the importance of including a variety of literary genres in literary study,
4. use a variety of instructional strategies, when teaching literature, to encourage students' development of critical thinking, problem solving, and performance skills and effective use of technology,
5. recognize issues surrounding the "canon" and what they imply about the literature included in the secondary classroom,
6. know and be able to implement procedures for handling potential censorship issues,
7. understand and use a variety of assessment strategies, when teaching literature, to evaluate and modify the teaching/learning process,
8. be aware of and able to implement a variety of culturally diverse literatures in the secondary classroom,
9. be aware of a variety of young adult literature and arguments for and against its use in the secondary classroom,
10. be familiar with (and apply) a variety of resource materials available to the literature teacher.

Course Requirements (All must be completed to receive credit):

1. **Response Statements and quizzes.** These are about two pages typed and reflect careful reading and synthesis of course materials. Your responses will serve as a source for discussion in class as a whole or in small groups. Some of your responses will be brief written responses or in-class quizzes.
2. **Participation.** Think of your responses as the beginning of classroom discussion. Also, you will participate in other activities in class, including oral presentations, teaching demonstrations, and debates. **Note: Attendance is crucial. You must make up missed class time in an approved fashion—see me.**
3. **Papers responding to articles of your choice from *English Journal* or a related journal.** These should be related to your literature unit/rationale.
4. **Literature Unit and Lesson Plan.** More detailed information will be forthcoming. A lesson from your unit will be presented to the class as a teaching demonstration.
5. **Rationale.** You will write a 6-8 page argument paper supporting the goals and texts in your literature unit. Your paper should argue a position regarding your unit focus and support it with evidence published during the last five years. Be sure to refute the opposition as well as support your views.
6. **Literature and High School Reading responses and presentations.** These should include handouts that provide 1. a summary, 2. a personal response, and 3. a pedagogical response.
7. **Professional Portfolio.** This will be part of your class portfolio in hard copy, as well as part of live text and an evaluation tool for student teaching. See below. The portfolio will prepare you for your job search. Set up your Placement File if you have not done so.
8. **Theory/Philosophy of Teaching Literature.** You will write a two-page paper summarizing and analyzing your philosophy of teaching literature, taking into account **axiology, procedure, epistemology, and pedagogy.** We'll talk about these terms.
9. **Clinical Experience Essay.**
10. **English Studies Conference Presentation and Response.** We will be presenting our lessons to an audience of students and faculty in April.

Students with Disabilities: If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

Plagiarism: The English Department states, "Any teacher who discovers an act of plagiarism -- 'The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work' -- has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of "F" in the course."

Attendance: Please note that attendance is important. You must make up any class time you miss in some way related to English language arts and respond in writing to the event.

Grades: Grades will be determined as follows for a total of 100%:

1. Weekly Response Statements (including conference)	20%
2. Participation and attendance	10%
3. <i>English Journal</i> Responses	10%
4. Literature Unit Plan and lesson presentation	15%
5. Rationale	15%
6. Literature Responses/Presentations	10%
7. Professional Portfolio	5%
8. Clinical Experience Essay	5%
9. Theory/Philosophy of Literature Teaching	10%

Portfolio for Class work and professional information: Your portfolio will include a TABLE OF CONTENTS and the following:

1. Course work: responses, literature unit, rationale, English studies conference presentation and response, clinical experience response, literature teaching philosophy/theory.
 2. Proof of participation in conference (program copy).
 3. Proof of membership in NCTE and/or IATE
 4. Resume with reference list
 5. Other teaching experience and extra-curricular activities related to teaching.
 6. Items on checklist I will distribute at beginning of semester.
- This will be uploaded to livetext as a showcase portfolio.

- **Reading and Observation Responses**

These one-page, single-spaced (with MLA-style parenthetical citations, reading responses are perhaps the most important writing you will do in this class because they will help you to think through the readings, and they will form the basis for your contributions to discussions.

Please include the following in each response: A title—this will signal to your readers that you have a clear focus. A clear reference to the title and author of the piece you're referring to. An epigraph, or a brief block quotation from the assigned reading or observation—to demonstrate close reading or observation and to bring readers into your response. A question, or a series of questions raised in the course of the reading. A response to the quotation and the questions it raises.

Note: Please keep all responses with my instructor comments (and/or peer feedback) in a folder/notebook. You will also be asked to lead the class discussion during one class, based on your (and your peers') reading responses.

Grades will be assigned as follows:

An **A Response:** Has an original title that signals that you have a clear focus. You begin with an epigraph—a key quotation from the reading); you offer both a personal and critical reading of the significance of the quotation you've selected. You avoid summary and say something insightful about the reading. Your writing has been “crafted”—that is, carefully constructed with clear, grammatically correct prose and no distracting typos.

A **B Response:** May have many of the markers of the A response but the explanations for why you selected your quotation is less developed. You summarize at times instead of showing insight. There may be a few typos/grammatical errors.

A **C Response:** *Lacks focus, no or unconnected title, a number of writing errors (spelling, typos, and grammatical errors), little or no direct reference to our reading, not enough reflection/questioning/evidence to be considered a substantive response.*

Grading of Papers:

Paper grades will be based on the following areas: Audience awareness, organization, development, sentence structure, word choice, grammar/usage/mechanics. The first three areas will be weighted more heavily than the second three (60% vs. 40%).

Literature units will receive a group grade that envelops all elements of a unit (beyond lesson plans). Pay careful attention to long term goals and short term objectives, your view of the students' procedures, assignments, methods of evaluation, and audience.

Presentations will be evaluated according to a rubric I will distribute in class.

Spring 2008 English 3402 Tentative Course Calendar, Subject to Change

January

- 8 Introduction to the course: Read ch. 1 TETPP ("Principles of Practice") for Thursday.
- 10 In-Class practice response ("Getting Started: Basics of Unit Design") for Tuesday.
- 15 **Typed Response Due** Read ch. 3 ("What Students Know and Schools Assess"), TETPP for Thursday.
- 17 Discuss ch. 3 and introduce assessment. Read chapters 4 ("Planning Backwards: How Endpoints Suggest Pathways") and 5 ("Setting and Assessing Unit Goals") TETPP for Tuesday.
- 22 **Typed Response Due.** Read chapters 6 ("Refining the Unit Focus") for Thursday.
- 24 Read Chapter 7 ("Introductory Activities: Gateway to Unit Concepts") and 8 ("The Construction Zone: Building Toward Unit Goals") for Tuesday. Choose a Journal article to which to respond for Thursday.
- 29 **Response due.**
- 31 **EJ write-up on lit unit focus due.** Read chapters 9 ("Setting Up Your Classroom"),

February

- 5 ("How Ways of Talking Affect Ways of Learning") and 11 ("Multimedia Composing with a Big Tool Kit") for Thursday.
- 7 **Response due. Choose a text from your literature unit and prepare your mini-presentation for next Tuesday.**
- 12 **Present a Text from your literature unit with one page write-up that provides a brief summary, a brief response, and a brief explanation of how you will teach the work in your unit** Read chapter 12, ("Building Body Biographies"), and chapters 13 ("Rethinking the Curriculum from a Multicultural Perspective") and 14 ("Rethinking Character Education") for Thursday.
- 14 **Typed Response Due.** Read Chapter 15 ("Rethinking Standards for Teaching English"), Last TETPP Chapter ("Theory in Practice"), and TETPP Appendices

for Tuesday. Prepare for rationale and choose a journal article for write-up due Thursday.

- 19 Discuss unit and rationale. Choose your journal article for journal write up due Thursday.
- 21 **EJ write-up on teaching a text in your unit due.** Library Review/Career Services. Read censorship handouts for Tuesday. Prepare for quiz on Smagorinski text that day!
- 26 **Smagorinsky quiz.** Continue work on rationales. Begin work on multicultural literature. Read chapter from Teaching Langston Hughes for Thursday. Collect at least ten journal articles and draft rationale for next Tuesday.
- 28 Langston Hughes

March

- 4 **Rationale draft due for peer response and conferences.**
- 6 Langston Hughes, Continued. Create class multicultural literature unit.
- 18 **In-class response** Read handouts on teaching multicultural literature and the rest of Teaching Langston Hughes and poetry for Thursday. **Complete revision of Rationale for next Tuesday.**
- 20 Langston Hughes. Create class multicultural literature unit.
- 25 **Group work—literature unit pairs organized and approaches determined—** Talk about Assessing Literature
- 27 Literature Units, continued. Mini-Lessons for Literature Circles. Create class multicultural literature unit. Use this as groundwork to build your own literature unit. Prepare for English Studies Student Conference.

April

- 1 Mini-Lessons for Literature Circles other Literary Approaches.
- 3 Mini-Lessons for Literature Circles Literature Unit Drafts due for peer review

- 8 **Read assigned chapters by group in Teaching Reading in HS Text and be prepared to present on Tuesday and Thursday.**
- 10 High School Reading, continued.
- 12 English Studies Student Conference from 10-1
- 15 **Final Drafts of Rationales due! Portfolios drafts due for peer reviews.**
- 17 Portfolios due with philosophy, literature units, rationales, clinical experience essays, and other course work—check date if you student teach. High School Reading.
- 22 Lesson Presentations
- 24 Lesson Presentations—Last Class Day!